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The professional activities of teachers in the Stockton Unified School District, 1956 to 1959

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THE PROFESSIONAL ACTIVITIES OF TEACHERS IN THE
STOCKTON UNIFIED SCHOOL DISTRICT, 1956 TO 1959

A Thesis
Presented to
the Faculty of the School of Education
University of the Pacific

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

by
Anna Cecilia Hansen
June 1961

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CHAPTER I

INTRODUCTION

Introductory statement. This study represents a survey of selected professional activities of the teachers in the Stockton Unified School District. It also shows the time spent on these activities as related to the tenure status of the teachers and to their years of service in the district.

Many articles have been written by ardent proponents and opponents of tenure for teachers. The following references give typical examples.

One of the objections which must be over-come is a belief among professional people and laymen that teachers who have tenure would no longer be interested in professional growth, that once their jobs have been made secure, they would no longer feel any obligation to become better teachers.¹

Garford G. Gordon, California Teachers Association Director of Research, in his article entitled, "Good Teachers Don't Need Tenure; Bad Teachers Do Not Deserve It," emphasized the fact that tenure has many benefits for the community and the children, as well as benefits for the teachers.²

¹Clarence A. Weber, Personnel Problems of School Administrators (New York: McGraw-Hill Book Company, 1954), p. 148.

²G. G. Gordon, "Good Teachers Do Not Need Tenure; Bad Teachers Do Not Deserve It," California Teachers Association Journal, 51:12-13, January, 1955.

There is evidence of greater professional growth among tenure teachers than among non-tenure teachers. Tenure teachers, because of economic security, can risk savings in additional training, travel, and other means of improvement in the profession.³

The majority of the claims have been based on limited personal observations or feelings. In the chapter "Review of the Literature" will be found quotations from the reports based on experimental data. This investigator found only two, one of which was made in 1939.

Therefore, this study was an effort to supply some data which would shed light on this controversial subject. Since it was limited to one school district, it could in no sense be considered the final answer.

I. THE PROBLEM

Statement of the problem. The problem had two parts. The first of these was to ascertain and record the types of professional activities of the teachers and the approximate time spent on these activities according to the teachers' years of service in the Stockton Unified School District. The second was to analyze the resultant data to determine if any significant patterns of performance existed.

³Jennie M. Sessions, "CTA Action Program On Tenure" (paper read at Bay Section Workshop of the California Teachers Association, San Francisco, California, May 8, 1954).

Justification for this study. If there is a correlation between tenure status and the professional growth of teachers, or between the years of service in the district and the professional growth activities of teachers, then, it would seem to be important to discover and make known these facts.

Further, the effect of tenure on the professional growth and turnover of teachers is listed by the Encyclopedia of Educational Research as one of the studies needed in the field of educational research.⁴

Objective. The object of this study was to contribute to the over-all studies of professional growth activities and to the studies of tenure status of teachers.

Delimitation of the problem. Credits from colleges or universities were limited to those received within the three year period from September, 1956, to September, 1959. The use of a three year period helped to average the individual differences in the patterns teachers followed in taking additional training. Thus, a truer sampling of the work of the teachers was obtained.

The time spent on the other activities listed on the questionnaire was limited to the year from September, 1958,

⁴W. S. Monroe (ed.), Encyclopedia of Educational Research (New York: The Macmillan Company, 1950), p. 1439.

to September, 1959. The reason for this choice of time was the problem of the respondents in remembering all of the many and varied activities and the time spent on these activities.

Teachers not included in the survey were as follows:

1. Teachers who started teaching September, 1959 (Obviously, they had not been active in the profession the previous year.)
2. Teachers who had only one year of experience (Many administrators inform new teachers that for the first year they will be assigned a minimum of teachers' duties and responsibilities outside the classroom, which are essential to the successful operation of the total school program, because these teachers need to spend most of their time in preparation for their classes.)
3. Part time teachers who were not expected to carry full loads because they were not on full salary
4. Teachers who had returned from leaves:
 - a. Military
 - b. Personal
 - c. Maternity
 - d. Sabbatical
 - e. Exchange teaching

A discussion of the professional growth activities not included in this study and the reasons for their exclusion can be found on page 27 of Chapter III, "Sources of Data and Methods of Procedure."

Conditions favorable to the problem. In considering the data presented in this study one must realize that the Stockton area provides many opportunities for professional growth activities for teachers, which would not be available to teachers in all school districts.

The proximity of the University of the Pacific, Sacramento State College, San Francisco State College, the University of California at Berkeley and other institutions of higher learning provides the following advantages:

1. Teachers are saved the tremendous drain of time, energy, and money for transportation or living accommodations entailed by attending far distant institutions.
2. These institutions furnish a reservoir of persons qualified to help conduct in-service courses and workshops.
3. The University of the Pacific sends many students to the Stockton Unified School District for their student teaching.

The administrators of the Stockton Unified School District recognize the values of in-service education and their responsibility for furnishing leadership. In response to the request of a group of teachers for a course to fill a particular need the administration provides a meeting place and helps to obtain an instructor. Credit is given on the salary schedule for in-service courses and workshops.

A "Ground-Roots Curriculum Evaluation System," initiated by Harlan Reyburn, has been in operation for the past seven years. "I think one of the primary reasons for this (success of the program) is the large number of persons involved in any decision to revise the curriculum. Naturally, all of these people are going to work hard to make the new courses effective."⁵

⁵Stockton Record, September 21, 1959.

Superintendent Nolan D. Pulliam wrote, "I cannot stress too much the importance of the work performed by these committees. I know that our curriculum is being continually strengthened because of the outstanding work of the committees."⁶

An active Stockton Teachers Association provides the opportunity for the teachers to help advance their profession.

II. DEFINITION OF TERMS

For the purposes of this thesis the following terms will be defined as follows:

1. Conference means a meeting of a group of individuals to consider a particular subject.⁷
2. In-service course refers to a course organized by the Stockton Unified School District. Usually these are initiated by a request from a teachers' committee to the administration for help in a specific area. Frequently these are conducted in cooperation with a college, university, or state department of education.

⁶Weekly Bulletin of the Stockton Unified School District, September 8, 1959.

⁷Carter V. Good (ed.), Dictionary of Education (New York: McGraw-Hill Book Company, 1959), p. 120.

3. In-service education means education acquired by the teacher after he has started teaching.
4. In-service workshop refers to a workshop set up by the school district in response to an expressed need by some of the teachers.
5. Institutes are meetings at which leaders in a particular field give lectures, or addresses, which serve to apprise teachers of the latest developments in that field.⁸
6. Professional growth activities are any and all activities which promote the continuous improvement of teachers, of education of the children, and of the profession.
7. Professional organizations include the National Education Association, California Teachers Association, Stockton Teachers Association, Stockton Elementary Teachers Association, individual school association (Example--John Marshall Junior High School Teachers Association), and the many others pertaining to education (Examples--Foreign Language Teachers Association, Phi Delta Kappa, Delta Kappa Gamma, etc.).

⁸There is considerable latitude in the use of these terms. Institutes, conferences, and workshops do not have clear cut lines of distinction.

8. School committee means a committee which works on one problem of an individual school (Example--Welfare Committee of the Edison High School Teachers Association).
9. School district committee refers to a committee composed of members from the entire school district. Example--Vertical Mathematics Committee has representatives from the primary, intermediate, junior high school, senior high school, the junior college levels, and the administration.)
10. Semester hours refers to the credits earned at a college or university.
11. State committee is one whose members are drawn from the state. An example is the Teachers Ethics and Professional Relations Committee of the California Teachers Association.
12. Student clubs and programs are those organized for the students of the school or district. The teacher furnishes the adult leadership and counsel.
13. Student teacher is a college student who is doing supervised teaching. The teacher furnishes the demonstration of good teaching and helps the student teacher in planning and evaluating his own performance in the classroom.

14. Tenure laws are those laws which set forth the requirements for acquiring tenure status, the causes for dismissal, the procedures the school board must follow, and the procedures the teacher must follow if dismissal is contested.
15. Tenure teachers are teachers who are in positions from which they can be dismissed only by the procedures set forth in the Education Code of California.
16. Workshop is a group of persons working on problems in the same or related fields. Usually, the services of a consultant, skilled in helping members to define their problems and work toward a solution, are provided. An example is the development of supplementary material to bridge the gap between the state texts for elementary arithmetic and those for junior high school arithmetic.
17. Years of service means the years the teacher taught in the Stockton Unified School District.

III. METHODS OF PROCEDURE

1. Inquiries were made of the research divisions of the California Teachers Association and the National Education Association to learn if similar studies had been made or were being undertaken.

2. Literature pertinent to the subject was read.

3. Personal interviews were held with administrators in the Stockton Unified School District, the Executive Secretary of the Stockton Teachers Association, and the Director of Research of the California Teachers Association.

4. A questionnaire was constructed by the investigator and approved by the Associate Superintendent of the Stockton Unified School District and the Chairman of the Thesis Committee.

5. The questionnaires were sent to the teachers in the Stockton Unified School District.

A detailed explanation of the sources of data and of methods used in gathering and analyzing the data is given in Chapter III, "Sources of Data and Methods of Procedure."

IV. ORGANIZATION OF REMAINDER OF THE THESIS

The remainder of the thesis is organized into four chapters. Chapter II is a review of the literature related to tenure, professional growth of teachers, and in-service education of teachers. In Chapter III sources, collection and treatment of data are discussed. Chapter IV presents the data with an analysis and an interpretation. Chapter V is a summary of the findings of this study with some conclusions and recommendations.

CHAPTER II

REVIEW OF THE LITERATURE

This chapter has been divided into two parts; the first is on tenure for teachers and the second is on the professional growth of teachers.

I. LITERATURE ON TENURE

The Tenure Committee of the California Teachers Association lists the following benefits derived from good tenure laws:

1. A tenure law improves the educational opportunities of children by making necessary increased care in the selection, retention, and supervision of teachers.
2. Pupils are entitled to competent teachers and a tenure law protects children by the resultant care in the selection of teachers.
3. It protects children from being taught by poorly trained and dissatisfied teachers.
4. It raises the standard of education for children by:
 - a. Enabling teachers, in spite of political and economic pressures, to prepare children for life in a democracy under changing conditions;
 - b. Encouraging people to enter the teaching profession because they know that at the end of a successful probationary period they will have an opportunity to make teaching a life time career;

- c. Benefitting the profession of teaching through encouraging a sense of security and stimulating teachers to attain the highest standards of professional competence without fear of unjust dismissal; and thus
- d. Making teaching a "Profession rather than a Procession."¹

In support of the contention that tenure laws benefit the children by insuring a more stable staff of happier, satisfied teachers, Barr and Brandt furnished statistics to show that teacher turnover was significantly less in school districts operated under tenure laws than in those districts without tenure laws.² In a school opinion poll, "Why Teachers Leave," 38 per cent of the replies listed insecurity of tenure as a cause for teachers leaving their systems.³

Clarence A. Weber listed the following serious objections to tenure:

1. A belief among professional people and laymen that teachers who have tenure would no longer be interested in professional growth, that once their jobs have been made secure, they would no longer feel any obligation to become better teachers.
2. A belief that tenure laws would freeze into the school systems, teachers who are physically unfit to teach.

¹ California Teachers Association, Tenure, A Handbook prepared by the Tenure Committee (San Francisco: California Teachers Association, 1953), p. 8.

² A. S. Barr, and W. J. Brandt, "Teacher Tenure," Review of Educational Research, 16:271-73, June, 1946.

³ "School Opinion Poll. Why Teachers Leave," Nation's Schools, 34:32, September, 1944.

3. A belief . . . that tenure laws would freeze into the school systems teachers who are mentally unfit.
4. A fear on the part of administrators, school board members and parents that incompetent teachers would be frozen into the school systems.⁴

Many articles have been written supporting or denying the first objection. The only two instances of experimental data found by this investigator were the following two studies:

1. A study of 1,400 teachers attending summer schools in 1939 disclosed that teachers who enjoyed tenure attended summer school just as often as teachers who did not have tenure.⁵
2. In thirteen states [North Central States] forty-six schools were found where teacher growth was at an unprecedented level; . . . On the other hand, in seven states where teachers had no tenure status, only two schools were found to be making extensive use of the most promising methods for encouraging teachers to grow in service.⁶

The idea that unfit or incompetent teachers might be frozen into a school system has aroused much opposition to the tenure laws. Everyone would agree that it should be possible to dismiss those persons who will not, or cannot, fulfill their duties.⁷

⁴Weber, op. cit., p. 149.

⁵Monroe, op. cit., p. 1438.

⁶Weber, op. cit., p. 150.

⁷Albert J. Huggett and T. M. Stinnett, Professional Problems of Teachers (New York: The Macmillan Company, 1956), pp. 179-98; California Teachers Association, Southern Section, Teacher Tenure is Good (Los Angeles: California Teachers Association, 1957), p. 4.

According to a report in March of 1953 by the California School Trustees Association these unsatisfactory teachers constituted a very small fraction of the teachers who had acquired tenure status. The administrators reported 254 out of a total of 34,187 tenure teachers, or seven-tenths of one per cent, were unsatisfactory.⁸

In response to the question, "Is it possible to remove these unsatisfactory tenure teachers?", Garber wrote an article entitled "School Boards Can Remove Inefficient Tenure Teachers." The title of this article was substantiated by the citation of the case of Applebaum vs. Wulff in which the teacher's dismissal was upheld in court.⁹ Chambers discussed five cases in which teachers, claiming tenure rights, contested in court their dismissals by boards of education. Three cases were ruled in favor of the board of education and two in favor of the teacher.¹⁰

These might be isolated cases. For a thorough coverage of court decisions one should read one of the first modern contributions to the literature related to tenure, Indefinite Teacher Tenure by Cecil W. Scott. This book

⁸G. Davis, "Guardian of the Good Teacher," California Teachers Association Journal, 49:15, November, 1953.

⁹Lee O. Garber, "Tenure Teachers," Nation's Schools, 43:54, April, 1949.

¹⁰M. M. Chambers, "Courts Clarify Tenure," Nation's Schools, 43:54, April, 1949.

proved to be an excellent study of the historical and legal bases of tenure and of its actual operation in the 1930's in the United States of America. It cites court rulings for various reasons for dismissal in over 100 cases.¹¹

Court Decisions Under Teacher Tenure Legislation

published in 1947 by the NEA Tenure Committee and kept up to date by later reports covered the cases up to the present.¹²

An excellent source of information about tenure laws and their interpretations by the courts in California was found in a handbook prepared by the Tenure Committee of the CTA and published in December, 1953.¹³

The study of court cases showed that it was difficult to dismiss teachers who were under tenure, unless there was good and sufficient evidence of valid reasons for dismissal. Some cases were lost because the administrator or school board had not followed the legal requirements.

This investigation made evident the great importance of the teacher training institutions in setting high standards, not only of scholastic achievement, but also of good moral

¹¹ Cecil W. Scott, Indefinite Teacher Tenure (New York: Teachers College, Columbia University, 1934).

¹² National Education Association, Committee on Tenure and Academic Freedom, Court Decisions Under Teacher Tenure Laws (Washington, D. C.: 1946).

¹³ California Teachers Association, op. cit.

character, for the screening of candidates for a teaching credential.

It emphasized the responsibility of the administrators in the original selection and subsequent supervision of the members of their staffs.

The responsibility of the teachers for protecting and disciplining the members of their profession was well stated by Corey in his editorial, "The Profession Moves Forward With Tenure."¹⁴

Coss described the development of criteria for the selection of teachers to be given tenure status in the city of Downey. The district superintendent asked for a teacher-tenure criteria committee. The faculty-steering committee chose four teachers and four administrators. They developed a statement, "Criteria of a Superior Teacher." After submission to the teachers for critical evaluation it was revised. The final form was approved by the California Teachers Association consultant. A copy was put in the Teachers' Handbook. It was the form used by the administration in rating the teachers. It was most interesting to this investigator to see that all of the criteria, except the one

¹⁴ Arthur F. Corey, "The Profession Moves Forward With Tenure," Editorial in the California Teachers Association Journal, 57:3, March, 1955.

"Adheres to district policy as established by the Board of Trustees," were concerned with professional growth activities.¹⁵

II. LITERATURE ON PROFESSIONAL GROWTH OF TEACHERS

Although the literature reviewed is of value in providing general background material, there is little that appertains to the specific problem of the thesis--the relationship between the years of service of teachers, tenure status of teachers, and the professional growth activities of teachers.

Unfortunately, many laymen and even some teachers do not fully understand the difference between a professional position and a job.¹⁶ Anna W. Vincent in her article, "School Teaching Beats Working for a Living," showed a complete ignorance of the many and complex duties and responsibilities of a professional teacher.¹⁷

Stratemeyer and Lindsey in explaining the differences between a job and a professional position said:

¹⁵Joe G. Coss, "Downey Develops Criteria for Superior Teachers," American School Board Journal, 121:74, October, 1950.

¹⁶Weber, op. cit., p. 241.

¹⁷Anne W. Vincent, "School Teaching Beats Working for a Living," American Mercury, 90:53-9, June, 1960.

One of the distinguishing characteristics of a profession is the requirement that its members have preparation leading to the development of specialized skills and abilities. Bodies of knowledge, specialized skills, and abilities employed by professional people in their work do not remain constant. New knowledge is developed and improved ways of accomplishing purposes are discovered.¹⁸

Acceptance of the fact that it was vital to good education of children that the teacher continue to grow professionally brought the question of how this was to be achieved.

In 1946 the American Council on Education had their Commission on Teacher Education consider the problem of "The Improvement of Teacher Education." The Commission's final report included the following statements:

An in-service program of teacher education, centered in the school system, can further enhance the satisfactions of teachers and consequently the attractions of the profession. Teachers, like other human beings, enjoy learning to do a better job.¹⁹

One of the most striking developments in teacher education in the years lying immediately ahead is likely to be a rapid increase in attention to in-service programs.²⁰

Leaders in curriculum revision have come to believe firmly that the planning of modifications must be shared in by the teachers whose task it will be to carry them out.²¹

¹⁸ Florence B. Stratemeyer and Margaret Lindsey, Working With Student Teachers (New York: Teachers College, Columbia University, 1958), p. 480.

¹⁹ Commission on Teacher Education, The Improvement of Teacher Education (Washington, D. C.: American Council on Education, 1946), p. 264.

²⁰ Ibid., p. 265.

²¹ Ibid., p. 269.

Through policies, councils, planning committees, study groups, conferences, and workshops . . . the power inherent in the ideas possessed by all teachers has an opportunity to express itself fully for the advantage of the schools.²²

The term "in-service education" has come to have many meanings. In the eyes of many laymen and board members, the term still means course work at a college, university, or other teacher-educating agency subsequent to employment in the schools. Unfortunately, too, many teachers and school administrators continue to interpret "in-service education" as meaning college or university course work involving credit. These persistent points of view toward in-service education account for the fact that credit for college courses over and above the minimum requirements have become "legal tender" for teachers in terms of securing higher salaries.²³

The activities of in-service education most commonly listed by the authorities are as follows:

1. Participating in curriculum planning
2. Doing professional reading, writing, and speaking
3. Planning and carrying out a series of faculty meetings dealing with the improvement of the instructional program
4. Assuming responsibilities in professional education organizations
5. Visiting schools to observe other members of the profession at work
6. Continuing with an advanced degree program
7. Attending institutes and conferences in terms of special interests and needs
8. Traveling planned for specific purposes
9. Serving as an exchange member
10. Participating in civic activities in the community
11. Conducting research in and applying research findings to local situations.²⁴

²²Ibid., p. 270.

²³Weber, op. cit., pp. 72-3.

²⁴National Education Association, Research Division, In-Service Education of Teachers (Washington, D. C., February, 1954), p. 3.

Corey stated that the chief responsibility for the in-service education program rests with the local board of education and school administration.²⁵

Nearly every school system indicates that it hopes to develop a program for educating teachers in-service, but most school systems are somewhat puzzled concerning the agencies which should be used in carrying out such a program. Those who have made extensive study of this problem assert that the following agencies should be used maximally:

1. The local school system itself.
2. Universities, colleges and teachers' colleges within reasonable proximity.
3. State departments of education.
4. State and national teachers' organizations.
5. The community in which the schools are located.
6. Industry and business agencies.
7. Labor organizations.

One of the most neglected agencies of the seven listed has been the school system. Oddly enough, the educational profession has committed the error of separating the education of teachers from the actual task of teaching.²⁶

A report of a survey in 1956 of the organization of in-service education programs of approximately 2,000 school districts in forty-eight states revealed that 94 per cent of them were providing their teachers with some sort of opportunity for professional growth on the job.

University extension courses	57%
Curriculum committees	61%
Lectures on educational subjects	43%
Special courses in nearby colleges	47%
Workshops during previous school year	58%
Committees other than curriculum	41%
Workshops during the summer	22%
Other opportunities	4% ²⁷

²⁵Ibid., p. 2.

²⁶Weber, op. cit., p. 73.

²⁷Harold Spears, Curriculum Planning Through In-Service Programs (New York: Prentice-Hall, 1957), pp. 316-7.

Weber considered the following procedures essential for the introduction and development of a good in-service program:

1. Mutual agreements upon the basic purposes of the school had been developed by the staff.
2. The practices of the school in terms of these basic purposes had been examined.
3. Possible solutions for discovered problems had been formulated.
4. Help for the teachers in solving the problems at hand had been obtained from experts.
5. A plan of action based on the study had been formulated.
6. A program of experimentation had been set up.
7. A well-organized program of evaluation had followed the experimentation.²⁸

Woods in his study of the opinions and estimates of teachers and administrators of in-service education in Oregon, drew these important conclusions:

1. Teachers recognize the need for continuous in-service education.
2. Teachers want help and two-thirds believe boards of education should require in-service education, and four-fifths believe it should be recognized in salary schedules.
3. Teachers are trying to improve, for most of the time given to in-service education is for voluntary, not required, activities.
4. Teachers believe these activities can be helpful, but have found them less helpful than might be hoped.
5. More professional leadership is needed to make the activities more helpful.

²⁸Weber, *op. cit.*, p. 74.

The California Teachers Association studied the in-service education programs of California School Districts and found that the benefits most commonly mentioned as accruing from the programs, in order of frequency, were:

1. Faculty unity and teamwork
2. Improvement of procedures, technics, and methods
3. Stimulation of professional growth
4. Curriculum development and improvement.

The Association found that among the problems frequently mentioned were:

1. Lack of time for the programs
2. Lack of teacher interest and participation
3. Lack of teacher stamina
4. Budgetary limitations.²⁹

Stratemeyer has answered the question, "Why is membership in professional organizations considered as a professional growth activity?", thus:

Their membership individually and collectively have tremendous influence on the future of all society, owing to their formally organized contact with all the children of all the people.³⁰

Essentials for membership in a professional group in the field of education are specifically listed as follows:

1. Possessing specific knowledge and skill,
2. Continuing to learn and to keep abreast of current theory and practice,
3. Contributing to knowledge in the field,
4. Serving and participating in the organizational aspects,
5. Assuming responsibility for inducting new members,

²⁹National Education Association, Research Division, In-Service Education of Teachers (Washington, D. C., February, 1954), p. 17.

³⁰Stratemeyer, op. cit., p. 484.

6. Representing justly the profession in the eyes of the public.³¹

Of these items four and six are particularly pertinent to the point that professional membership is necessary for professional growth.

A good summarization of the literature dealing with the topic of in-service education was found in these two quotations:

In-service education should not invariably consist of summer school or university extension courses because many other activities contribute to personal and professional improvement. The more varied the possibilities open to the teacher, the more likely it is that he will be attracted by some of them and find activities that suit his particular needs. To individualize the in-service education of teachers is just as important as to individualize the teaching of children.³²

The final evaluation of an in-service education program is not the number of credits received, nor the number of workshops attended, but the improvement of classroom teaching which results.³³

III. SUMMARY

The literature reviewed indicated that with the upgrading of teacher preparation over the years had come a realization of the need to keep abreast of current developments and to improve with experience.

³¹Ibid., p. 487.

³²National Education Association, op. cit., p. 5.

³³Ibid., p. 18.

Books were a valuable source of information, but they were not enough. For in-service education to be of value it must be translated into classroom practice. Authorities felt that the classroom teachers were in the best position to test new ideas because they knew the needs of their particular pupils and could observe the results first hand. Groups of teachers studying their own practices in the light of the purposes of their own school, looking for solutions to their problems, experimenting, and evaluating the results brought about improvements in classroom teaching. The improved teaching practices of the participants in this type of action research were observed and tried by other teachers. In many instances it resulted in improved curricular offerings, courses better suited to the particular needs of their students and community.

The major responsibility for the development of an in-service education program for their own staffs has been placed on the local school districts.

CHAPTER III

SOURCES OF DATA AND METHODS OF PROCEDURE

Data for this thesis were gathered from the teachers in the Stockton Unified School District. The purpose of this chapter is to present the methods used to gather and arrange the data.

Purpose of the questionnaire. The purpose of the questionnaire was to secure data from the teachers in the Stockton Unified School District concerning their professional activities, years of service in the district, and tenure status.

Formation of plans for the questionnaire. In formulating plans for the questionnaire teachers, administrators in the Stockton Unified School District, the Executive-Secretary of Stockton Teachers Association, the Director of Research of the California Teachers Association, and faculty members of the School of Education of the University of the Pacific were consulted. Literature in the fields of professional growth of teachers and tenure for teachers was surveyed.

The questionnaire. The questionnaire was constructed in accordance with the following informal rating plan for questionnaires as proposed in a Research Bulletin of the National Education Association:

1. Is the questionnaire adequately sponsored?
2. Is the purpose of the study frankly stated?
3. Is the questionnaire on a worthy educational topic?
4. Is the questionnaire well organized?
5. Are the questions clearly and briefly stated?
6. Can most of the questions be answered with a check mark, figure, or brief fact? And is the number of questions requiring subjective answers kept to a minimum?
7. Is the information requested, not available elsewhere, and available only through the questionnaire?
8. Is the questionnaire set up in proper mechanical form?
9. Are the demands of the questionnaire reasonable?
10. Is the summary of the results or other proper return promised the respondent?¹

The questionnaire seemed to meet all the requirements set forth by the National Education Association except that of a return of results to the respondent.

As a pilot study, the proposed questionnaire and a letter requesting suggestions for improvements were given to a graduate class at the University of the Pacific. This resulted in the elimination of items not suitable and the inclusion of others that were pertinent.

The activities which contribute to the professional growth of the individual, or the profession as a whole, are many and varied. To have included all of the activities would have made the questionnaire too lengthy. Items which applied to a very small number of teachers were not included.

¹ National Education Association, Research Bulletin, A Proposed Plan for the Cooperative Regulation of Questionnaires, (Washington, D. C., 1930), p. 39.

Those for which it would have been difficult to make a time estimate were deleted. Activities which would be professional growth experiences under certain conditions and would not be under other conditions were eliminated. Some important items which were excluded were travel, staff meetings, individual conferences, visits and demonstrations, field trips, camping, work experience, teacher exchanges, research, professional writing, and community service groups.

Distribution and return of questionnaire. The investigator presented to the associate superintendent various plans for the distribution of the questionnaire, Figure 6, page 67. Because the associate superintendent felt that the data, resulting from the study, might be of value to the Stockton Unified School District, he gave permission to send a letter, Figure 4, page 40, and a package of questionnaires to the principal of each school in the district. The principals gave a questionnaire and a covering-letter, Figure 8, page 69 to each full time teacher who was present at a staff meeting. The teachers returned the questionnaires to the school secretary, who returned them to the investigator. To assure that the information would remain confidential the questionnaires were not signed by the respondents.

Table I shows the classification of the return of the questionnaires. The 733 returned questionnaires were approximately seventy per cent² of those sent out.

TABLE I

NUMBERS AND PERCENTAGES OF QUESTIONNAIRES RETURNED IN A SURVEY OF PROFESSIONAL GROWTH ACTIVITIES OF TEACHERS IN THE STOCKTON UNIFIED SCHOOL DISTRICT IN OCTOBER, 1959

Classification of School	Number Questionnaires Sent	Number of Questionnaires Returned	Per Cent Returned
College	85	52	68.2*
Senior High School	222	163	73.4
Junior High School	257	192	75.0
Elementary	510	326	64.0
Total	1074	733	68.2

* Due to a clerical error in distribution, the per cent of return from the college level was lowered.

Tabulation of data. The questionnaires were sorted into groups according to the number of years of service in the Stockton Unified School District as shown in Table II.

The questionnaires from beginning teachers and teachers returned from leaves of absence (maternity, sabbatical,

²The actual per cent of teachers returning questionnaires was higher than shown in the table because

1. No check was made on the number of absentees
2. No check was made on the number of part-time teachers.

TABLE II

DISTRIBUTION OF QUESTIONNAIRES ACCORDING TO SCHOOL
CLASSIFICATION AND YEARS OF SERVICE IN
THE STOCKTON UNIFIED SCHOOL DISTRICT
BY OCTOBER, 1959

Number of Years of Service	Elementary School Teachers	Junior High School Teachers	Senior High School Teachers	College Teachers	Total
0 - 1	75	58	33	5	171
1 - 3	50	45	21	6	122
3 - 6	49	30	19	2	100
6 - 9	39	20	18	5	82
9 - 12	28	15	24	15	82
12 - 19	18	14	23	6	61
Over 19	17	7	22	11	57
*Miscellaneous	50	3	3	2	58
Totals	326	192	163	52	733

*These questionnaires were excluded from the investigation because

1. Respondents, just returning from leaves, had not been teaching the previous year.
2. Respondents had left out some information, i.e., years of service, which made it impossible to classify it correctly.

military, exchange, ill health, etc.) were excluded because they had not been on duty the previous year.

The method of determining the number of questionnaires to be selected at random from each group follows:

The number of questionnaires from each school classification and Years of Service sub-group was multiplied by the ratio of fifty to the total number for that Years of Service sub-group. Fifty was used to determine the ratio because it had been decided to use fifty questionnaires from each of the six Years of Service groups to make a total of three hundred questionnaires in the random sample. See Table III. This procedure kept the number of questionnaires used from each sub-group in the correct ratio to the total group.

EXAMPLE: The total for the group with more than one and up to three years of service was 122.

The ratio of 50 to 122 is 0.4.

	No. of Useable Questionnaires Returned	Conversion Factor	No. of Question- naires in Random Sample
Elementary	50	0.4	20
Junior H. S.	45	0.4	18
Senior H. S.	21	0.4	9
Junior College	<u>6</u>	0.4	<u>3</u>
Total	122		50

TABLE III

NUMBER OF QUESTIONNAIRES SELECTED FROM EACH CLASSIFICATION
FOR THE RANDOM SAMPLE

Number of Years of Service More than Up to	Elementary School Teachers	Junior High School Teachers	Senior High School Teachers	College Teachers	Total	No. of Tenure Teachers
0 - 1 *	None	None	None	None	None	None
1 - 3	20	18	9	3	50	None
3 - 6	24	15	10	1	50	40
6 - 9	24	12	11	3	50	46
9 - 12	17	9	15	9	50	49
12 - 19	16	12	18	4	50	47
Over 19	15	6	19	10	50	50
Totals	116	72	82	30	300	232

* These questionnaires were excluded from the investigation.
The respondents were just starting their professional careers.

NOTE: See page 30 for method of determining the number of questionnaires selected.

Then, the data from the three hundred questionnaires in the random sample were tabulated and arranged into three basic tables. Table VII, page 62, contains the number of semester hours of college work completed between September, 1956 and September, 1959 and the stated reasons for taking this work. Table VIII, page 64, contains the number of memberships in the professional organizations. Table IX, page 65, contains the number of hours spent on each of the remaining eleven professional growth activities listed on the questionnaire. The analysis and interpretation of these data are given in Chapter IV.

The respondents to the questionnaire had been invited to make any comments they felt would be of value to the investigation. Approximately one-third of the teachers availed themselves of the opportunity to make known their opinions concerning some of the topics in the survey. A selection of quotations of typical comments are included in Chapter IV.

CHAPTER IV

AN ANALYSIS OF TEACHER PARTICIPATION IN SELECTED PROFESSIONAL GROWTH ACTIVITIES

This chapter presents an analysis of the data and comparisons between the different groups according to their years of service in the district. Each such Years of Service Group contained the questionnaires from fifty teachers.

I. MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

The three hundred teachers in this study had the following record of membership in professional organizations: National Education Association, 70 per cent; California Teachers Association, 96 per cent; Stockton Teachers Association, 97 per cent.

Table IV shows that there was no appreciable difference between Years of Service Groups in the number of memberships in the National Education Association, the California Teachers Association, and the Stockton Teachers Association. There was a significant difference in the memberships in other professional groups. In general the number of memberships increased as the years of service of the teachers increased. The group with over nineteen years of service had more than twice as many memberships as the group with more than one and up to three years of service. The

TABLE IV

SUMMARY OF MEMBERSHIPS IN PROFESSIONAL ORGANIZATIONS
FOR THE SCHOOL YEAR, 1958-1959

Years of Service More Than Up To	Number of Memberships In					Average No. Per Person
	NEA	CTA	STA	Other *	Total	
1 - 3	34	47	49	59	189	3.8
3 - 6	34	48	48	82	212	4.2
6 - 9	34	50	50	99	233	4.7
9 - 12	34	47	48	126	255	5.1
12-- 19	38	49	50	109	246	4.9
Over 19	36	46	47	124	253	5.1
Total Gp.	210	287	292	599	1388	4.6

*The number of memberships in this column totaled more than fifty because some teachers belonged to two or more organizations other than National Education Association, California Teachers Association, and the Stockton Teachers Association.

NOTE: Each group in terms of years of service contained fifty questionnaires.

following reasons were typical responses given by teachers in a discussion concerning this general trend:

1. When I started teaching I didn't know the value of the organizations.
2. When I started teaching I didn't feel I had anything to contribute to these organizations.
3. When I started teaching the salary was so low I had to have an extra job. Therefore, I had no time to give to these organizations.
4. When I was younger I had so many family responsibilities I didn't have time to give to these organizations.

Figure 1 gives a graphic representation of these data.

II. COLLEGE WORK

As can be seen in Figure 2, page 37, the per cent of teachers who took additional college work within the three years preceding this study rose from 92 per cent for the group with more than one and less than three years of service, to 98 per cent for the group with more than three and up to nine years of service, and dropped to 74 per cent for the group with more than nineteen years of service.

Figure 3, page 38, shows that the average number of semester hours of college credit completed in the three year period ranged from 13.1 for the more than one and up to three Years of Service Group to 5.7 for the group with over nineteen years of service.

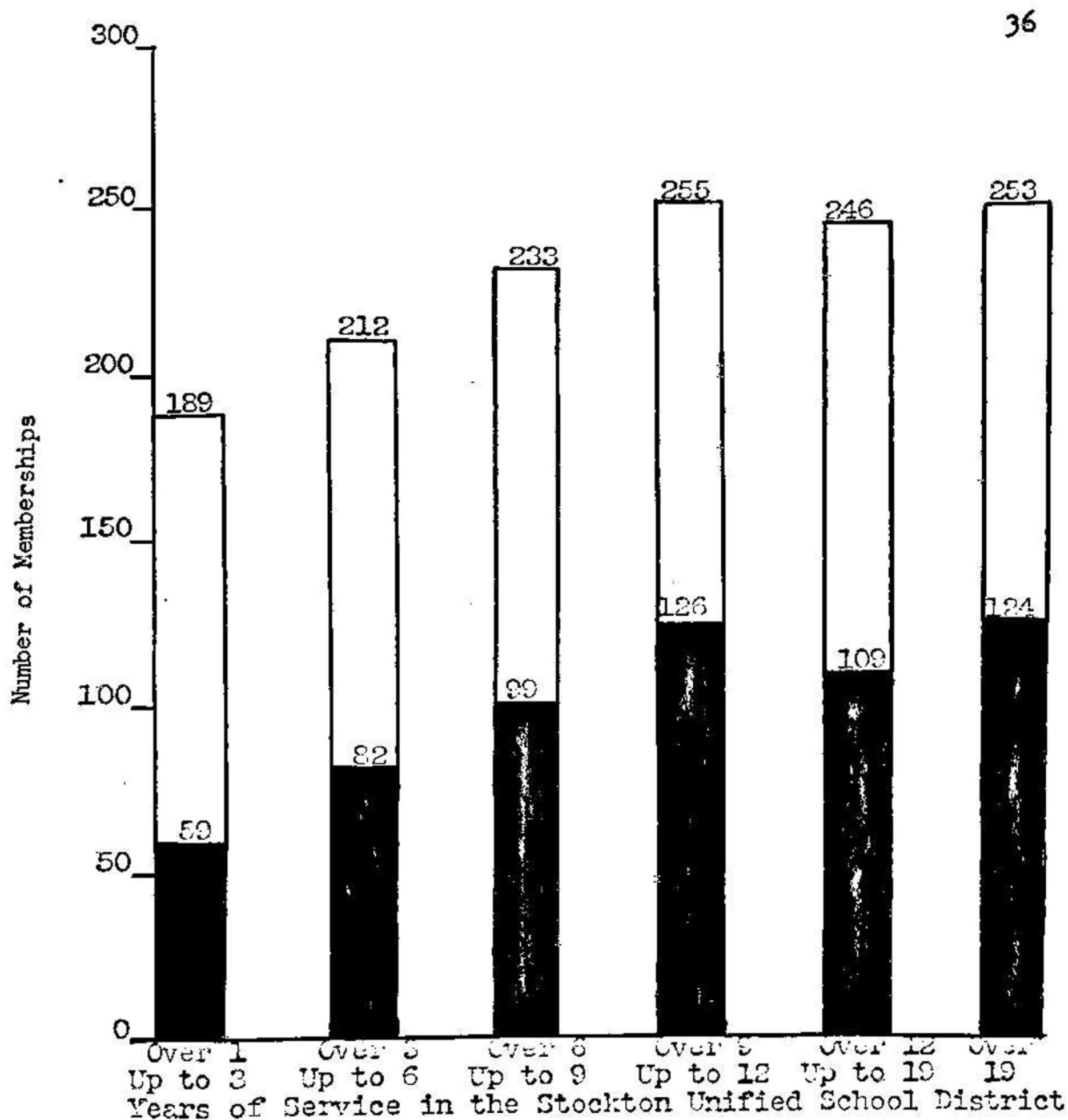


FIGURE 1

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS
SCHOOL YEAR 1958-1959

- Total for fifty questionnaires
- Memberships other than CTA, NEA, STA

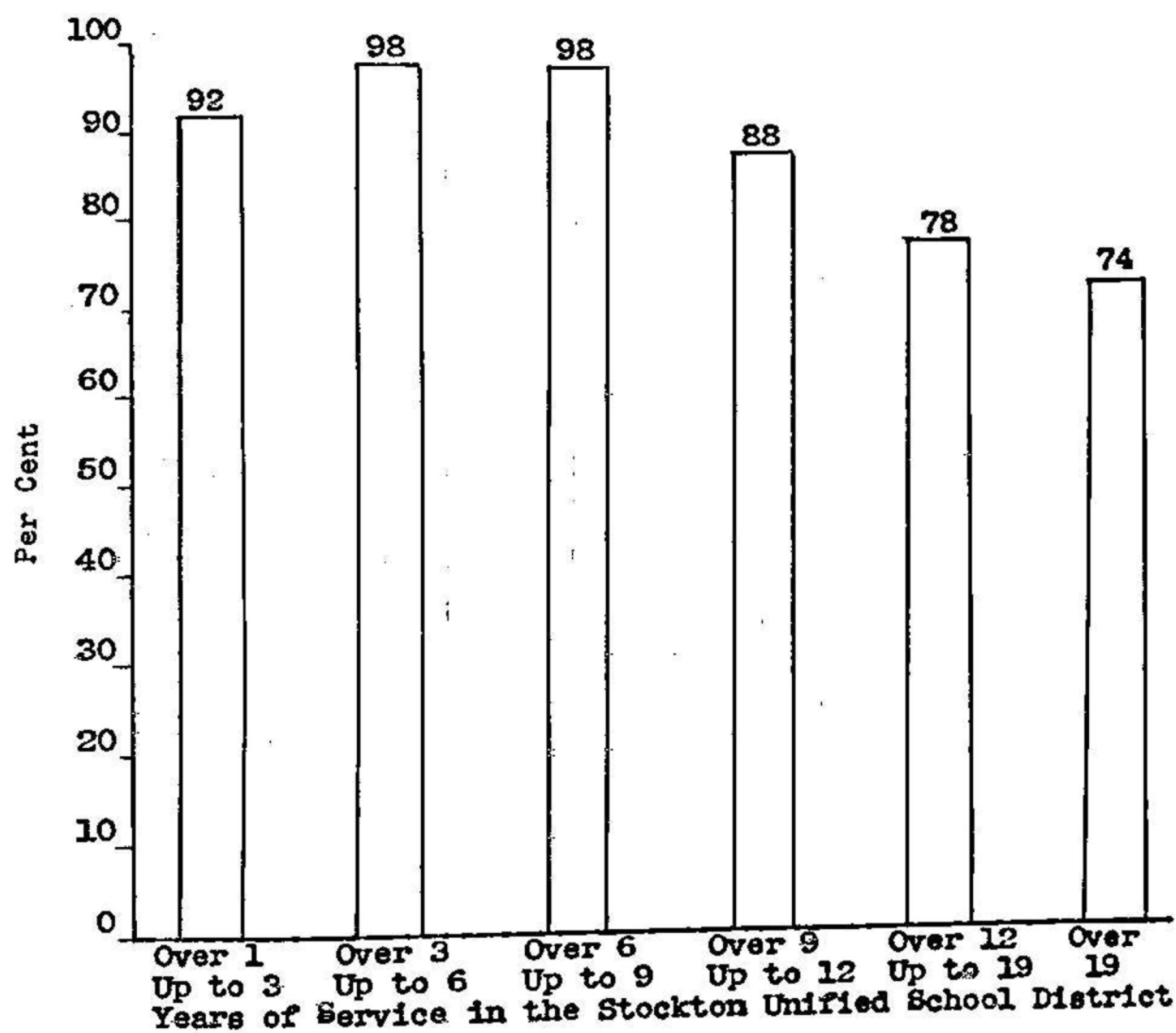


FIGURE 2

PERCENTAGE OF TEACHERS COMPLETING COLLEGE WORK
BETWEEN SEPTEMBER, 1956 AND SEPTEMBER, 1959

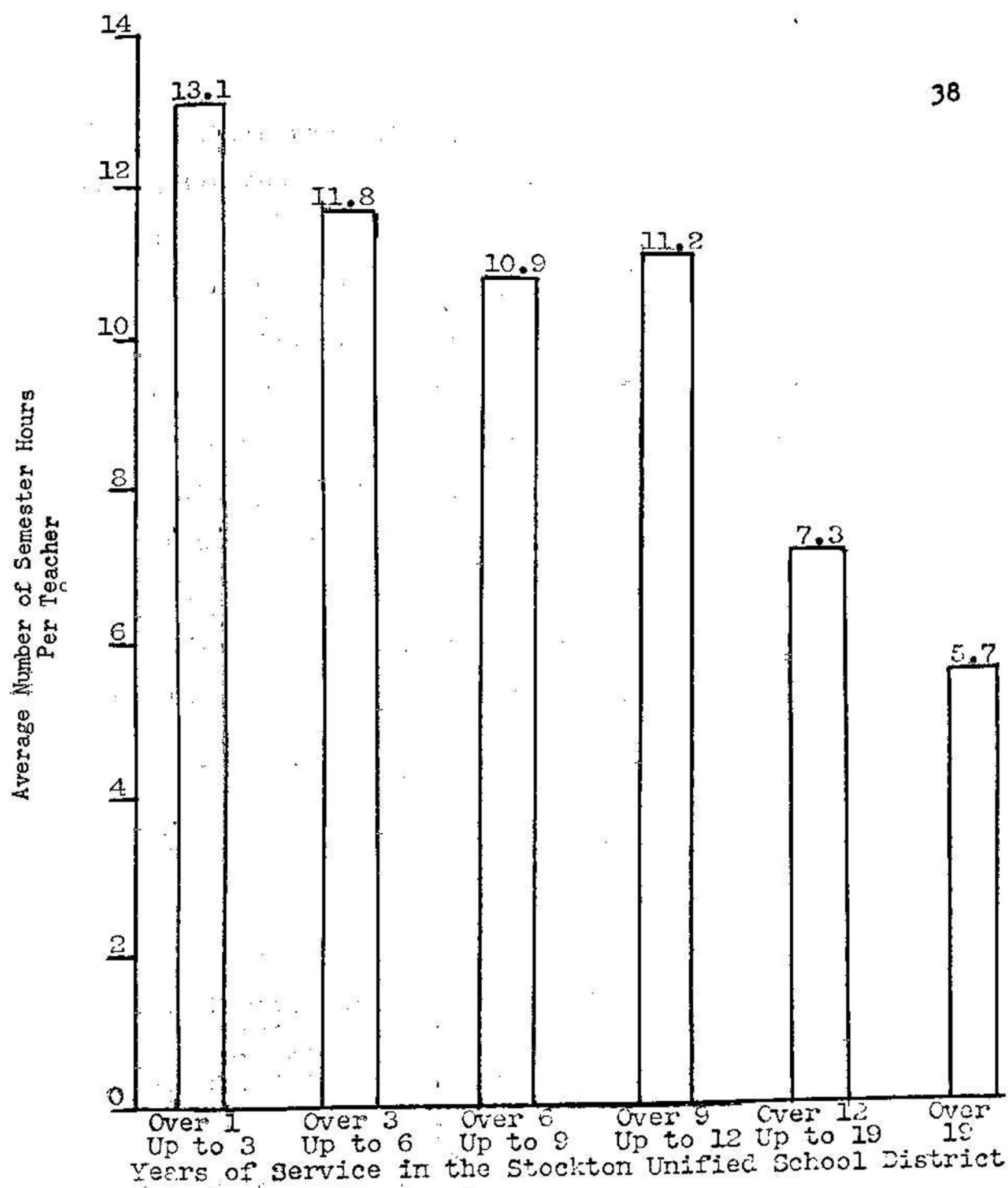


FIGURE 3

COLLEGE CREDITS DURING THE
SCHOOL YEAR 1958-1959

Teachers take additional training in college and universities for the following reasons:

1. Salary advancement
2. An advanced degree, or a special credential
3. Self-improvement.

A comparison of the per cent of teachers in each Years of Service group who gave one or more of these reasons for their additional training is shown in Figure 4. Self-improvement was listed by a higher percentage of teachers in every group except the group of teachers without tenure status. Even in this group 53 per cent of the teachers considered it as a reason for their work.

III. SELECTED PROFESSIONAL GROWTH ACTIVITIES

The activities included in this study in addition to college courses and membership in professional organizations were as follows:

1. Participating in in-service workshops
2. Participating in in-service courses
3. Participating in conferences
4. Participating in institutes
5. Participating in the training of student teachers
6. Furnishing leadership for student clubs
7. Developing student programs
8. Being a member of a committee for the school
9. Being a member of a committee for the school district
10. Being a member of a committee for the state
11. Being a member of a committee for a professional organization
12. Serving as an officer in a professional organization.

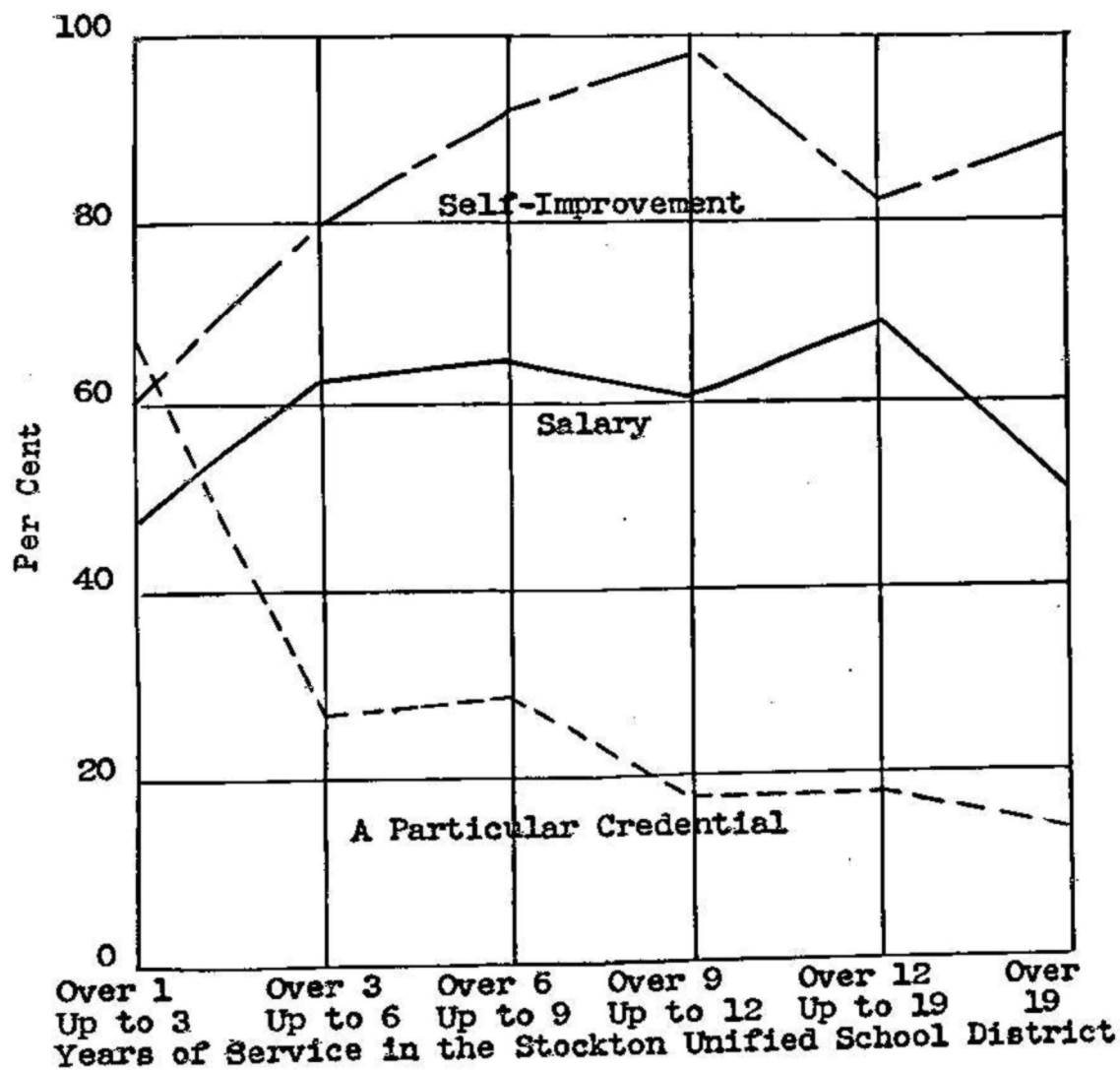


FIGURE 4

COMPARISON OF REASONS TEACHERS TOOK COLLEGE WORK

The per cents for any one group add to more than 100 per cent because the teachers often had more than one reason for taking additional college work.

The total number of hours spent on these activities by the three hundred teachers included in this study was 25,299. This was an average of eighty-four hours per teacher per year. Based on an eight hour working day this amounted to over ten days of extra work.

It should be borne in mind that the hours shown are less than the actual time spent by the teachers because:

1. Many professional activities were not included in this study.
2. Many teachers wrote on their questionnaires that it was impossible to recall all of the time, since one does not keep a log of these activities.
3. The investigator had phone calls from respondents saying that some activity of the previous year had not been entered. With unsigned questionnaires and a random sample it was impossible to include these hours in the totals.

A comparison of the average number of hours spent per teacher per year in each Years of Service group is shown in Figure 5. The general trend was increased time spent on these activities as the teachers' years of service increased up to the twelfth year. There was decreased time spent by the group with from thirteen to nineteen years of service, followed by increased time spent by the group with more than nineteen years of service.

The group of teachers with the least years of service had the least number of participants in the in-service courses and workshops. In the light of the purposes of these

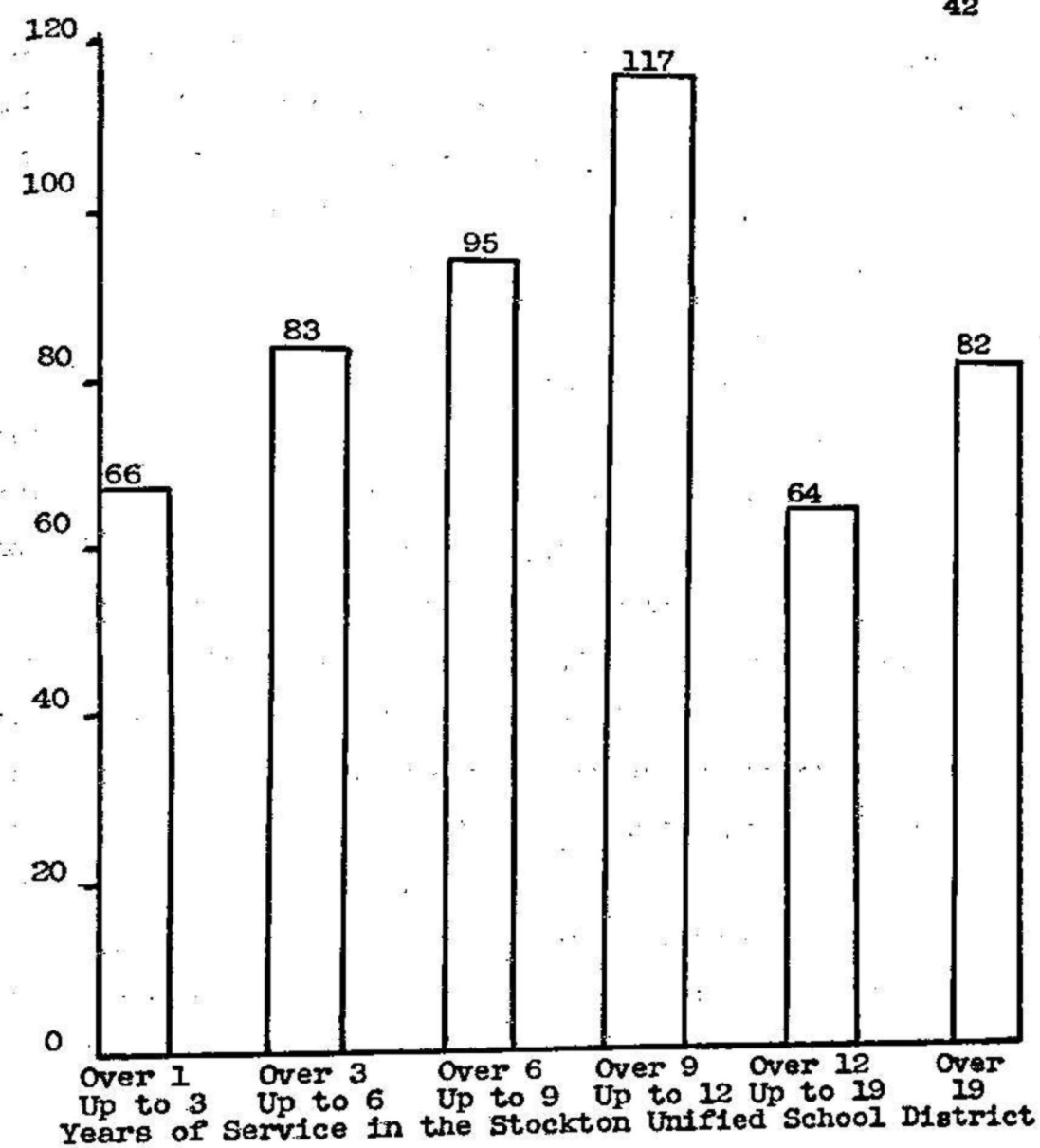


FIGURE 5

AVERAGE NUMBER OF HOURS PER TEACHER SPENT ON
SELECTED PROFESSIONAL GROWTH ACTIVITIES
FROM SEPTEMBER, 1958 TO SEPTEMBER, 1959

activities, to inform teachers on the latest advances in their subject matter fields and in the theories and practices of teaching, this would be expected. Except for teachers returning to the profession, this group of teachers had just come from the teacher training institutions and would be expected to be well informed on current theories and practices.

In the time spent at institutes and conferences the group with service of more than one and up to nine years averaged 11.7 hours per teacher and the group with more than nine years of service averaged 13.7 hours.

The time reported for helping with student teacher training rose from an average of 3.7 hours for the group with more than one and up to three years of service to a peak of 14.3 for the group with more than six and up to nine years of service and dropped to 8.0 hours for the group with over nineteen years of service.

The time spent on student clubs or programs dropped from an average of thirty hours for teachers with more than one and up to six years of service to twenty-two hours for the group with more than six and up to twelve years of service and to thirteen hours for the group with over twelve years of service.

The average time spent on district wide committees varied from 4.9 hours for the group with more than one and up to six years of service to 11.7 hours for the group with

more than six and up to twelve years of service to 4.9 hours for the group with more than twelve years of service.

The average time devoted to service on school committees ranged from 5.8 hours for the group with more than one and up to six years of service to 11.4 hours for the group with more than six and up to twelve years of service to 7.8 hours for the group with more than twelve years of service.

As can be seen in Table VI, page 46, most of the time spent on state wide committees and as officers in professional committees was reported by the teachers with the greater number of years of service.

The data in Table VI, page 46, showed clearly that teaching staffs should be balanced as to years of service. The teachers with few years of service carried the heavier load in sponsoring student clubs and programs and the teachers with the greater number of years of service carried the heavier load in other areas, as previously discussed.

A study of the questionnaires by the investigator showed a difference in the area of club sponsorship. The younger teachers reported many clubs which required much physical activity and endurance and furnished the students with adult comrades who participated in their activities. Examples of these activities were baton twirlers, cheer leaders, chaperones on busses for athletic events. The older teachers reported sponsoring many activities which

TABLE V

AVERAGE NUMBER OF HOURS SPENT PER TEACHER PER YEAR IN
SELECTED PROFESSIONAL GROWTH ACTIVITIES

Years of Service	1-6	6-12	Over 12
In-service Workshop Courses	10.4	13.0	13.4
Institutes and Conferences	9.0	16.3	12.8
Student Teacher	8.5	11.5	8.4
Student Clubs and Programs	30.0	22.0	13.0
District Committees	4.9	11.7	4.9
School Committees	5.8	11.4	7.8
State Committees	0.7	2.9	1.9
Office in Professional Organization	1.4	7.1	5.8
Professional Organization Committee	4.0	8.3	5.0
TOTAL	74.4	105.8	72.8

TABLE VI

SUMMARY OF APPROXIMATE NUMBER OF HOURS SPENT IN
SELECTED PROFESSIONAL GROWTH ACTIVITIES
DURING THE SCHOOL YEAR 1958-1959

Years of Service	1-3	3-6	6-9	9-12	12-19	Over 19
In-service Workshop	163	281	241	210	192	356
In-service Course	177	382	536	315	382	410
Institute	389	163	401	328	192	237
Conference	95	249	458	446	429	419
Student Teacher	187	661	713	440	441	398
Student Clubs or Programs	1748	1261	849	1513	692	598
School Dist. Committee	193	297	488	678	168	326
School Committee	209	372	418	718	274	502
State Committee	6	59	48	237	15	163
Office in Professional Organization	0	138	162	552	200	384
Professional Organization Committee	140	268	412	420	202	298
Totals	3307	4131	4726	5857	3187	4091
Grand Total	24938					

required mature judgment and furnished an adult to whom the students could go for advice. Examples of these activities would be advisor to the student government, sponsor of Future Teachers Club.

IV. TEACHERS' COMMENTS

In addition to the statistical and factual items on the questionnaire teachers were encouraged to make comments relative to any phase of the survey. About one-third of the teachers did so. The following quotations are excerpts taken from these comments:

Comments from teachers in the elementary schools. I think I put in more hours before and after school each year. I realize more each year my own inadequacies.

I have not changed my activities since being granted tenure. I am giving much more time to preparation for classroom work and to professional organizations than I did three or four years ago.

Contrary to statements heard regarding tenure teachers . . . I have seen many of these teachers serving on committees and attending workshops, in-service classes, and organizational meetings.

I have always worked hard at my profession. With tenure to give me a sense of security I don't think I have ever shirked my duty because of it. A dedicated teacher doesn't.

I think in the classroom work is more in question on this issue. Just because a lot of out of the classroom time is spent for the profession doesn't necessarily mean a teacher is doing adequate teaching. Classroom preparation should come first.

Comments from teachers in the junior high schools.
No teacher has time to enumerate or remember all the hours he puts in beyond classroom time.

I'd like to call attention to the fact, often overlooked on such surveys, that simply doing a good teaching job, one that the teacher himself can honestly be proud of, implies steady professional growth and increasing competence. I feel that this type of improvement is of primary and essential nature--more so than the often unsatisfying experience of serving on committees, created for no real purpose. These give committee members a feeling that many hours of time were wasted or not used effectively. Let's remember . . . It's need for committees, not desire to have enough committees to "put every one to work" that should govern the formation of same, on all levels.

In my opinion tenure has nothing to do with this problem. Teachers serve on many of these committees for years, honestly trying to benefit the profession. Lack of attention from older teachers in extra activities results from two major reasons:

1. Their experience and training has increased to the point where they no longer need the personal feeling of belonging to the school district that the new teachers crave, and
2. Most in-service courses and workshops are aimed for the guidance of the new teachers and offer nothing of any real value in improving the methods or techniques that are already a part of the older teachers' experience.

Perhaps some of the answers to this problem would be to rearrange, or even set up a new problem as follows: "How much of the work that has been done by teachers for the school district has actually been put to use, or has been made available for use by teachers within the district?"

Is it necessary to be a member of a committee or in-service program before a person in need of this contribution can benefit from its results?

Comments from teachers in the senior high schools.
What is the basic duty of the teacher to be a good teacher or to be a committee sitter?

It is impossible to add up the hours spent in activities outside of regular hours spent in school. A conservative estimate of hours spent in sponsoring, chaperoning, supervising, and participation in school activities alone (usually in the evenings) would be 75 to 100 hours.

Impossible to measure actual hours. One doesn't keep track.

Tenure neither makes a good or bad teacher. It only protects a teacher from unfair pressure from the public or school administration.

I do at least twice as much school work as before getting tenure. I am sure of my position and can devote all the time to my work. Before tenure one spends time getting information on other districts, keeping up contacts one might need, writing letters, going on interviews.

For a teacher of dramatics and speech, I believe, participation in a theatre group, toastmasters' group, etc. is of greater value than courses and institutes.

For foreign language teachers a trip to the foreign country would be invaluable. You have not included this in your list of activities.

For music teachers participation in community musical activities--Oratorio, Stockton Symphony, church choirs--are just as important as many of the activities you have listed.

Comments from teachers in junior college. Although the criteria herewith set forth for judging production of work by "tenure" teachers are valid, it is my feeling that there has been an omission of criteria for judging the production of the teacher relative to the students in the classroom, wherein lies the real work of the teacher.

It is my personal opinion that a vocational teacher should keep himself currently advised on new methods, new machines, new processes, changes in products, and in new applications of his craft by working at his trade during the summer vacation.

V. SUMMARY

An increase in the teachers' years of service in the district did not affect appreciably the number of memberships in the National Education Association, the California Teachers Association, nor the Stockton Teachers Association. Memberships in other professional organizations increased in general with increased years of service.

The amount of college credits earned decreased as the years of service increased. However, the group with over nineteen years of service averaged 5.7 hours for the three year period surveyed.

The average number of hours per teacher per year spent in the other professional growth activities included in this study rose from sixty-six for the group with more than one and up to three years of service to one hundred and seventeen for the group with over nine and up to twelve years of service. Then, it decreased to eighty-two hours for the group with over nineteen years of service.

The survey of comments on the questionnaires indicated not only a realization on the part of teachers for continuous professional growth, but an intense feeling that the primary obligation of the teacher was to the instruction of students in the classroom.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purposes of this study were to accumulate data on professional growth activities of teachers in the Stockton Unified School District and to determine any relationships between these activities and the years of service in the district and the tenure status of the teachers. The evaluation of professional growth activities of teachers is extremely difficult. The hours spent, the credits accumulated, and the conferences attended do not in themselves insure improvement. The only worthwhile effect is improvement in classroom teaching, better educational offerings to the pupils, and better conditions to attract and hold excellent teachers. This study did not attempt such an evaluation.

I. SUMMARY

No study was found that dealt with professional activities of teachers as related to their tenure status.

For the purposes of this study the groups of teachers with more than six years of service were considered to be synonymous with tenure teachers because 92 to 100 per cent of the teachers in these groups had acquired tenure status. Relationships between the activities under consideration and years of service and tenure status were as follows:

- a. Membership in professional organizations was greater among tenure teachers than among non-tenure teachers.
- b. Teachers in the groups with few years of service completed more college work than teachers in groups with many years of service.
- c. Teachers did additional college work for self-improvement as well as salary advancement. Many took work even though it did not increase their salaries appreciably.
- d. In addition to the time spent outside the classroom in preparation for work inside the classroom teachers gave freely of their time on activities which benefited the school and the community. The amount of time spent on these activities rose to a peak in the group with from nine to twelve years of service and declined afterward. However, it averaged eighty-two hours per teacher in the group with over nineteen years of service compared with sixty-six hours in the group with less than three years of service.
- e. The younger teachers carried a heavier load than the older teachers in the sponsoring of student clubs.

There were many opportunities for satisfying professional growth activities in the Stockton Unified School District, which would not be available to teachers in all school districts. These were the proximity to institutions of higher learning, an administration which recognized the values of in-service education and the responsibility of administrators for furnishing leadership, and an active teachers' association.

Teachers through their replies indicated that they did not begrudge time spent in work which resulted in an effective exchange of ideas, a realization of the problems of other groups, better articulation of the curriculum between grades or levels of instruction, improvements in the classroom teaching, or the advancement of the profession.

Teachers did begrudge time they felt was wasted in committees, conferences, courses, and meetings which resulted only in note-taking on aimless discussion or oft-repeated generalities.

If a program was the outgrowth of the efforts of the teachers, they had a sense of personal achievement and would do all in their power to make this program effective in the classroom.

Teachers' comments reflected a desire to be informed on what part of the work that had been done for the school district had been put to use or had been made available for use by other teachers in the district.

In the many demands upon teachers for participation in various worthwhile and important activities lay the danger of too heavy an expenditure of time and energy outside the regular classroom responsibilities. The resultant depletion of physical and mental health could result in lowered effectiveness in the classroom.

Just as teachers individualize and provide for individual differences in students, in-service education and professional growth activities, available to a teacher in any school district, should be many and diverse. In this way each could make his contribution in the area of his prime interests and abilities.

II. CONCLUSIONS

The majority of teachers who acquired tenure status were interested in professional growth and felt an obligation to do the best job of which they were capable.

The significant differences in patterns of performance were an increase in professional growth activities, a decrease in the number of college courses completed, and a greater interest in self-improvement on the part of tenure teachers than on the part of non-tenure teachers.

III. RECOMMENDATIONS

1. It is recommended that studies similar to this be carried out in other school districts.

2. It is recommended that the results of such studies be given circulation in professional journals.
3. It is recommended that these results be used in publications other than professional journals to increase the understanding of the general public of the work of the profession outside the classroom.
4. It is recommended that administrators insure wider publicity among the teaching staff of the actual use made of such work of the teachers.

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APPENDIX A

TABLE VII

REASONS FOR AND AMOUNT OF COLLEGE WORK COMPLETED
FROM SEPTEMBER, 1956 TO SEPTEMBER, 1959

Years of Service More Up than to	Classifi- cation	No. of Per- sons	Semester Hours No. Ave.	Reasons Stated*			
				Salary Advancement No. %	Credentia l No. %	Self Improvement No. %	
1 - 3	Elem.	20	287	9	13	12	
	Jr. H. S.	18	239	6	10	9	
	Sr. H. S.	9	102	5	6	5	
	College	3	26	2	2	2	
	Totals	50	654 13.1	22 44	31 62	28 56	
3 - 6	Elem.	24	302	16	6	18	
	Jr. H. S.	15	157	11	5	12	
	Sr. H. S.	10	114	4	2	8	
	College	1	10	0	0	1	
	Totals	50	583 11.8	31 62	13 26	39 78	
6 - 9	Elem.	24	249	16	5	21	
	Jr. H. S.	12	163	9	7	10	
	Sr. H. S.	11	119	5	2	12	
	College	3	12	2	0	2	
	Totals	50	543 10.9	32 64	14 28	45 90	

*The number of reasons stated for taking additional college work does not equal the number of persons because more than one reason was checked.

For the same reason the per cents total more than 100 per cent.

TABLE VII (continued)

Years of Service More Up than to	Classifi- cation	No. of Per- sons	Semester Hours No. Ave.	Reasons Stated*		
				Salary Advancement No. %	Credential No. %	Self Improvement No. %
9 - 12	Elem.	17	166	12	0	15
	Jr. H. S.	9	131	6	2	7
	Sr. H. S.	15	168	8	4	13
	College	9	89	1	2	8
	Totals	50	554 11.2	27 54	8 16	43 86
12 - 19	Elem.	16	84	9	1	10
	Jr. H. S.	12	100	9	4	9
	Sr. H. S.	18	140	9	2	12
	College	4	42	0	0	1
	Totals	50	366 7.3	27 54	7 14	32 64
Over 19	Elem.	15	90	11	1	12
	Jr. H. S.	6	47	2	1	4
	Sr. H. S.	19	121	6	1	14
	College	10	27	0	2	3
	Totals	50	285 5.7	19 38	5 10	33 66

TABLE VIII

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS
SCHOOL YEAR, 1958-1959

Years of Service	Classifi- cation	Number of Persons	NEA	CTA	STA	ETA	School	Other	Total
1 - 3	Elem.	20	16	19	19	12	5	10	
	Jr. H. S.	18	9	17	18	--	11	5	
	Sr. H. S.	9	6	8	9	--	5	9	
	College	3	3	3	3	--	1	1	
	Total	50	34	47	49	12	22	25	189
3 - 6	Elem.	24	20	22	23	20	3	7	
	Jr. H. S.	15	7	15	15	--	12	17	
	Sr. H. S.	10	6	10	9	--	9	11	
	College	1	1	1	1	--	1	2	
	Total	50	34	48	48	20	25	37	212
6 - 9	Elem.	24	24	24	24	19	2	24	
	Jr. H. S.	12	6	11	11	--	10	10	
	Sr. H. S.	11	4	12	12	--	11	17	
	College	3	2	3	3	--	1	5	
	Total	50	34	50	50	19	24	56	233

NOTE: NEA - National Education Association
 CTA - California Teachers Association
 STA - Stockton Teachers Association
 ETA - Elementary Teachers Association
 School - Individual School Association
 Other - Specialized Field--English Teachers Association

TABLE VIII (continued)

Years of Service	Classification	Number of Persons	NEA	CTA	STA	ETA	School	Other	Total
9 - 12	Elem.	17	15	16	16	16	4	20	
	Jr. H. S.	9	6	9	9	--	6	12	
	Sr. H. S.	15	10	14	14	--	11	25	
	College	9	3	8	9	--	5	27	
	Total	50	34	47	48	16	26	84	255
12 - 19	Elem.	16	14	16	16	15	5	17	
	Jr. H. S.	12	8	12	12	--	12	16	
	Sr. H. S.	18	14	18	18	--	12	24	
	College	4	2	3	4	--	3	5	
	Total	50	38	49	50	15	32	62	246
Over 19	Elem.	15	13	14	14	14	3	19	
	Jr. H. S.	6	3	5	5	--	5	11	
	Sr. H. S.	19	14	18	18	--	14	37	
	College	10	6	9	10	--	6	15	
	Total	50	36	46	47	14	28	82	253

TABLE IX

APPROXIMATE NUMBER OF HOURS SPENT IN
SELECTED PROFESSIONAL GROWTH ACTIVITIES
FROM SEPTEMBER, 1958 TO SEPTEMBER, 1959

Years of Service More than to	Classi- fi- cation	No. of Teach- ers	In- Service Work- shop	In- Service Course	Insti- tute	Confer- ence	Stu- dent Teach- er	Student Clubs or Pro- grams	School District Com- mittee	School Com- mittee	State Com- mittee	Professional Organizations Office mittee	Totals
1 - 3	Elem. Jr. H. S. Sr. H. S. College Totals	20 18 9 3 50	38 115 10 0 163	49 128 0 0 177	110 210 45 24 389	8 55 14 18 95	151 30 6 0 187	115 647 966 20 1748	82 49 62 0 193	103 74 22 10 209	6 0 0 0 6	0 0 0 0 140	55 60 25 0 3307
3 - 6	Elem. Jr. H. S. Sr. H. S. College Totals	24 15 10 1 50	136 65 0 80 281	200 66 116 0 382	79 64 12 8 163	38 137 74 0 249	408 228 25 0 661	259 617 305 80 1261	106 59 132 0 297	25 122 221 4 372	16 43 0 0 59	28 70 40 0 138	57 151 60 0 268
6 - 9	Elem. Jr. H. S. Sr. H. S. College Totals	24 12 11 3 50	88 121 32 0 241	368 116 52 0 536	221 50 128 2 401	111 102 145 100 458	508 130 75 0 713	236 218 355 40 849	153 176 77 82 488	92 136 172 18 418	18 0 10 20 48	44 56 58 4 162	107 147 100 58 412
9 - 12	Elem. Jr. H. S. Sr. H. S. College Totals	17 9 15 9 50	24 48 138 0 210	108 64 143 0 315	102 42 95 89 328	40 167 154 85 446	132 142 136 30 440	480 55 688 310 1513	160 70 324 124 678	187 129 256 146 718	14 63 70 90 237	185 135 120 112 552	143 131 69 77 420
12 - 19	Elem. Jr. H. S. Sr. H. S. College Totals	16 12 18 4 50	116 30 40 6 192	202 162 18 0 382	46 97 39 10 192	8 258 146 17 429	211 60 170 0 441	45 220 332 95 692	20 58 80 10 168	35 101 63 75 274	15 0 0 0 15	60 50 70 20 200	59 63 65 15 202
Over 19	Elem. Jr. H. S. Sr. H. S. College Totals	15 6 19 10 50	128 114 114 0 356	206 48 156 0 410	77 16 86 58 237	40 41 206 132 419	93 50 225 30 398	100 112 371 15 598	60 22 132 112 326	96 30 146 230 502	4 10 79 70 163	48 150 148 38 384	69 30 144 55 298
GRAND TOTAL		300	1443	2202	1710	2096	2840	6661	2150	2493	528	1436	1740

**SURVEY OF PROFESSIONAL ACTIVITIES OF TEACHERS IN
STOCKTON UNIFIED SCHOOL DISTRICT**

October, 1959

PRESENT TEACHING POSITION:

Elem. _____ Jr. H.S. _____ Sr. H.S. _____ Jr. Coll. _____ Tech. Center _____

AMOUNT OF COLLEGE TRAINING:

Less than AB AB + 10 AB + 20 or MA MA + 15 MA + 30 Ed. D. or Ph. D. or AB + 30 AB + 45 or AB + 60 or

TENURE STATUS: Probationary _____ Permanent _____ teacher.

NUMBER OF YEARS TAUGHT prior to Sept. 1959 in Stockton Unified School Dist. _____

Total Teaching Experience _____

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS: NEA _____ CTA _____ STA _____
ETA _____ Individual School Assn. _____ Other Prof. Groups _____ (Number)

AMOUNT OF COLLEGE WORK IN LAST THREE YEARS:

No. of Sem. Hours Field i.e. Art, Math., Ed., etc. During School Yr. Summer _____

REASON FOR TAKING ABOVE WORK: (May check more than one)
Salary advancement _____ Particular Credential _____ Self Improvement _____

APPROX. NO. OF HRS. IN THE PAST YEAR IN THE FOLLOWING ACTIVITIES:

In Service Workshop _____ Hrs. In Service Course _____ Hrs.
Institutes Attended _____ Hrs. Conferences Attended _____ Hrs.

Helping student teacher _____ Hrs.
Student clubs or programs sponsored _____ Hrs. School Committees _____ Hrs.

District wide committees _____ Hrs. (Example: Math., publicity, social,
State Committees _____ Hrs.)

Public Schools Week, etc.) _____

Service to professional groups: P.D.K., Home Econ., Shop Teachers _____

Held an office _____ Hrs.

Served on a committee _____ Hrs.

Any activities not listed above please write below. For example: scholarships,
honors awarded, articles published, commencement, officer PTA, etc.

If for any reason your normal activities were curtailed please check here _____

Example might be ill health in the family.

If you would like to make any additions or comments you may write on the back of
this questionnaire.

FIGURE 6

QUESTIONNAIRE SENT TO TEACHERS IN THE
STOCKTON UNIFIED SCHOOL DISTRICT

September 25, 1959

Dear _____:

Mr. Sheldon has given me permission to send these questionnaires through the school mail to all principals for distribution to all the classroom teachers in their schools.

If you would distribute these forms at your next teachers' meeting and ask the teachers to fill them out and return them to you, I'm sure, the returns will be much greater than if I put them in the teachers' mail boxes. On the trial run the teachers said it took from 5 to 10 minutes to fill out the form. Therefore, it should not be too onerous a task. After the questionnaires are collected please return them to me in this envelope.

ANNA C. HANSEN

J. MARSHALL JUNIOR HIGH SCHOOL

I appreciate greatly your assistance.

Sincerely,

/s/ Anna C. Hansen

Anna C. Hansen

FIGURE 7

TRANSMITTAL LETTER THAT ACCOMPANIED EACH PACKAGE OF
QUESTIONNAIRES AND COVERING LETTERS

1616 Stanford
Stockton 5, California
September 15, 1959

Dear Colleague:

Most of us have heard statements that tenure teachers no longer produce as much work for the school district and the profession as they did before acquiring tenure. There have been many arguments pro and con. However, there has been virtually no research done to supply facts to support the arguments of either side.

By filling out the attached questionnaire you will give me the basic information from which I shall compile lists of the many types of professional activities of teachers and of the time spent on these activities. I hope that this study, by supplying this information, will be of value to all of us who teach in the Stockton Unified School District.

It is difficult to remember the number of hours spent on this work. In some cases you will have to estimate. (Example: Attended Committee 5 times last year, 2 hours per meeting - total 10 hours)

It is understood that some of the items in the last section do not apply to teachers just beginning work in the district. Please fill in all the items that you can.

Please do not sign the questionnaire, as we wish the results to be impersonal.

Return to the school secretary.

Thank you for your time and help.

Sincerely,

Anna C. Hansen
Anna C. Hansen

Approved for distribution:

Donald R. Sheldon
Donald R. Sheldon
Associate Superintendent

FIGURE 8

COVERING LETTER WHICH ACCOMPANIED EACH QUESTIONNAIRE